DOCUMENT RESUME

ED 194 262 RC 012 329

AUTHOR King-Stoops, Joyce
TITLE Migrant Education: Teaching the Wandering Ones. Fastback 145.
INSTITUTION Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO ISBN-0-87367-145-7
PUB DATE 80
NOTE 46p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Classroom Environment; Early Childhood Education; *Educational Needs; Elementary Secondary Education; Federal Legislation; Illegal Immigrants; Language Acquisition; Mathematics; Migrant Children; *Migrant Education; Migrant Health Services; *Migrant Problems; *Migrant Programs; Reading Achievement; Self Concept; Student Recruitment; *Teacher Behavior; Teaching Styles
IDENTIFIERS Undocumented Workers

ABSTRACT

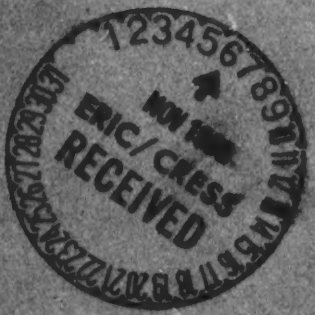
Migrant children experience special physical, mental, and emotional problems that can adversely affect academic success; and, because the school is frequently the only public agency directly in contact with migrant students and their families, it is in a unique position to alleviate those problems and to improve conditions. Migrant students need to experience acceptance and success. They need a good language foundation as the basis for reading and for all academic learning. They also need parent backing for attendance and achievement. Priorities for migrant education programs need to be (1) physical growth and development; (2) language development and reading; and (3) development of mathematics skills. This fastback discusses migrancy as a way of life; the plight of the illegal migrant, federal legislative directions, goals in migrant education, identification and recruitment of the migrant child, emotional growth and school success, and infant and early childhood education programs. Additionally it offers suggested teacher behaviors and classroom experiences that may be helpful in meeting the needs and developing the skills of migrant children, and lists readers and reading kits which have been used with good results in migrant classrooms. (CM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

RC

FASTBACK

145



ED194262

Migrant Education: Teaching the Wandering Ones

Joyce King-Stoops

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Kliever

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RC 018 339

PHI DELTA KAPPA
EDUCATIONAL FOUNDATION

JOYCE KING-STOOPS

Joyce King-Stoops is a professor in teacher education at the University of Southern California. She was co-author with Emery Stoops of Phi Delta Kappa's fastback #8, *Discipline or Disaster?*, and has participated in the Phi Delta Kappa Educational Foundation fastback author lecture series. Among her other publications are *The Child Wants to Learn: Elementary Education Methods* (Little, Brown and Co.) and articles for the *Phi Delta Kappan*.

At USC King-Stoops is special administrative assistant to the dean of education, directs a National Science Foundation program in marine education, and teaches masters seminar classes. She is campus sponsor of Phi Delta Kappa's USC chapter and is immediate past president of the national honor society of Phi Kappa Phi. She is also a board member of the Individualized Instruction Association.

With acknowledgments to M. L. Cushman, dean emeritus, University of North Dakota; Maureen Boren, migrant resource teacher, Coachella Valley Unified School District, California; and Marilyn Shipley, curriculum coordinator, Riverside County Superintendent of Schools Office, California.

Series Editor, Derek L. Burleson

Migrant Education: Teaching the Wandering Ones

By Joyce B. King-Stoops

Library of Congress Catalog Card Number: 80-82678
ISBN 0-87367-145-7
Copyright © 1980 by the Phi Delta Kappa Educational Foundation
Bloomington, Indiana

4 NOV 3 1980

This fastback is sponsored by the University of Southern California Chapter of Phi Delta Kappa, which made a generous financial contribution toward publication costs. It is dedicated to the memory of Osman R. Hull, former dean of the USC School of Education and past president of Phi Delta Kappa International.

The USC Chapter has furnished four Phi Delta Kappa International presidents and five fastback authors.

TABLE OF CONTENTS

Introduction 7

Migrancy as a Way of Life 8
The Plight of the Illegal Migrant 10
"Settling Out" 12
Status in School and Community 12

Federal Legislative Directions 14

Goals in Migrant Education 16

Identifying and Recruiting the Migrant Child 18
Keeping Track of the Migrant Student 19

Emotional Growth and School Success 21

Program Priorities for Migrant Education 25
Physical Growth and Development 25
Language Development and Reading 28
Mathematics 37

Infant and Early Childhood Education Programs 40

High School—One Out of Ten 41

Ingredients for Teaching-Learning Success with Migrant Students 43

Bibliography 44

Introduction

"Always on the way. Always goin' and goin'. Seems to me we don't never come to nothin'."

This quote from John Steinbeck's *Grapes of Wrath* tells the migrant worker's story. As one crop or grove ceases to need him, the typical migrant worker packs up his wife, children, and sometimes the family dog and moves on to find new work. He lives with his feet in the furrow and his eyes on the weather, dependent on this crop and the next to buy groceries, gasoline, and other necessities to keep body and soul together. He has an inadequate education, no retirement pension, no hospitalization plan, and little access to the so-called finer things of life.

The migrant children are in and out of school, with three or four school changes each year. Seldom does the truant officer appear at the door, because about the time the children are located they are gone again. To compound the problem, the places where they live often don't have street addresses and telephone numbers. Sometimes there are no roads.

In this fastback we shall become acquainted with the migrant worker and his family, especially the children, and then consider ways in which the school can act to alleviate specific problems, educational and otherwise, of the large majority of migrant children. Federal legislation has had a great impact in recent years on the lives of migrant children through programs operated by the schools; some of these programs will be considered.

pg. 6 blank

Migrancy as a Way of Life

Ever since the early settlers first landed on our shores, the United States has been considered a land of migrant peoples on the move in search of greater opportunity. However, for our purposes the terms "migrant" and "migrant worker" refer to the seasonal agricultural worker who follows the crops and harvests.

The first real migrant movement began after the Civil War when freed slaves fled north and fell into agricultural work in Ohio, New York, and other northern states. Migrancy became a way of life for them. As the seasons changed, a worker moved with the crops, with the entire family and often the relatives going along. Women and children could also tend crops and pick fruit. Many children worked rather than going to school. Lacking any educational opportunities, the children followed the migrant footsteps of their fathers, generation after generation.

Three mainstreams of migrant workers have developed. The Eastern stream is made up of Puerto Ricans, Chicanos, Caucasians, and even some Canadian Indians, flowing up and down east of the Appalachians. The mid-continent stream covers the great Mississippi basin with migrants moving in all directions back and forth out of Texas. This group is primarily Chicano, both documented and undocumented, plus a number of black workers. The West Coast stream is a great migrant movement from California and Arizona to Oregon and Washington, made up primarily of documented and undocumented Chicano workers with roots in Texas and Mexico, plus Vietnamese, Filipinos, and other Western Pacific immigrants.

The above three migrant streams include many ethnic and nationality groups: Mexicans, Mexican-Americans, Puerto Ricans, Cubans, other Latin Americans of Hispanic origin, blacks, native Americans, Filipinos, Anglos, Vietnamese, Portuguese, East Indians, and others.

Harvesting of certain crops has become mechanized and no longer requires migrants. The thinning of sugar beets in the northern Red River Valley of North Dakota and Minnesota is being mechanized with thinning machinery. In Michigan, grapes destined for the juice and wine factories are being harvested by machinery that uses suction cups for picking. In the Great Lakes fruit belt, apples and cherries are picked by large hydraulic machines that shake the trees, causing the fruit to fall into canvas sheets. The date crop now requires highly skilled operators to run specialized equipment in the tall date palms. In our country's wheatlands, harvesting is done with giant combines and no longer utilizes migrant workers. As mechanization replaces human labor, it is causing significant unemployment problems among many migrant workers.

However, the saying, "If you're eating it, a migrant picked it," holds true for many fruits and vegetables. Crops such as squash, green onions, broccoli, and strawberries require a great deal of individual attention. Harvesting asparagus, "the crop of gold," needs a surprising amount of hand work.

Some migrant workers specialize in certain crops such as grapes. Although high school boys can do the thinning, grapes also require girdling, a highly specialized operation that keeps the sugar in the tops. These tasks along with pruning and picking create an extended grape season, especially for table grapes, which must be picked by hand.

In some areas where crops follow each other closely, the worker can stay and work adjoining fields. As one teacher said, "Our migrants stay awhile. They're in with the melons and out with the grapes."

Migrant families may be totally nomadic, living in campers or pick-up trucks, or they may live in shacks or shanties along the way. Sometimes they are able to pay rent on their house the year round to keep it available for their return. This represents a form of stability in an extremely tight housing market. While they are gone, however, their home is likely to be ransacked, so everything of value must be piled in the car and taken along.

Women and children are finding fewer opportunities to work, because of labor unions and other pressures, including child labor laws and mechanization. Inflation, resulting from rapidly rising prices for

gasoline and other necessities, is creating strong pressure for entire migrant families to work together in the fields. In large families children as young as 10 are often expected to help support the family. Certain jobs, such as picking strawberries, are regarded as well-suited for children because they do not have to stoop or get down on their knees to work. Some growers like to have children work but don't pay them directly; parents collect for the added boxes picked.

When presented with the choice of earning or learning, it is easy for the migrant child, already behind in school, ill-clad, and not socially accepted, to choose the fields rather than the classroom.

A migrant worker may go as far north as the Red River Valley of North Dakota or the potato farms in Maine, but it does not follow that the children are therefore "well-traveled" in the usual sense. Much of the driving is done at night because it is cooler and saves the daylight hours for work. Parents don't point out the Grand Canyon, and sightseeing is not on the agenda when money, time, and gas constraints mean "Go straight and don't talk." Also, some parents simply are not verbal or inclined to talk to or teach their children. Therefore, migrant children may have been in many states but have little knowledge of where they have been.

The Plight of the Illegal Migrant

Without question, the migrant agricultural worker presently is meeting an important need in the United States by being available to do seasonal farm work at low wages and then move on. Facing this economic fact of life, the federal and state governments have not made a high priority out of curbing the heavy flow of illegal aliens across the Mexican border. Many of these aliens, now designated euphemistically by the federal government as "undocumented workers," bring almost overwhelming problems with them. They struggle to bring over other family members, and the women come to the U.S. to have their babies, thus assuring the citizenship of the next generation by right of place of birth.

In comparison to the abject poverty left behind in Mexico, a family's hand-to-mouth existence in the U.S. often is viewed as relatively attractive. A way of life that seems abhorrently dismal to the

teacher or social worker frequently represents a marked upturn in the fortunes of the migrant family.

However, the illegal, undocumented worker and his family face some overwhelming problems. Because they may be deported, surfacing in the community has an element of risk. They seek to remain half-hidden, furtively avoiding contacts with the general citizenry. Because of this tendency and because often they speak little or no English, these people become "fair game" for unscrupulous elements in their environment. The migrant and his family are extremely vulnerable, putting their lives and their fortunes in the hands of anyone who wins their trust by promising help.

Recently I observed a family with five children living in a tin hovel about seven feet by 10 feet. It had a dirt floor, no door, and no inside plumbing or cooking facilities. This lean-to structure adjoined a commercial building and the storekeeper had fenced the small plot around the migrant home "to keep the children in and the dogs out." Because of the dire shortage of decent housing, migrants often pay rent out of all proportion to value; and this family was reported to be paying $55 per month for their "garden apartment."

Another family lived in what appeared to be a roomy, solid stucco building. However, upon closer inspection I found that the building had no roof whatsoever, and then I learned that three families called this open enclosure home.

Other undocumented workers and their families live in their cars back in the hedges and groves, moving the cars continually to avoid detection, eating the fruits and vegetables they pick, and otherwise eking out a bare subsistence.

Some growers run stores and allow the migrant the privilege of credit for grocery purchases, but usury laws are broken with impunity. Migrants, especially the undocumented, have little recourse to law and would not dare to challenge their merchants for fear of losing their credit the next time they need it.

Health problems are common in a vast majority of undocumented migrant families. One seventh-grade boy who appeared unwell and was easily distracted in school was found to have four abscessed teeth. At no time in his life had he received any dental attention whatsoever.

The problems of migrant workers and their families are many, but the story of the undocumented migrant family is a particularly poignant and heart-rending one. Until the government can devise more effective systems that provide for human needs with a degree of dignity and propriety, the schools will continue to be the front-line agency helping all migrant children and their families.

"Settling Out"

Many migrant families find permanent work along the way and "settle out" of the migrant life. One example of this may be found in West Liberty, Iowa, where the turkey processing industry provides year-round employment for settled-out migrants.

Here, one program was set up to teach Spanish to the Anglos in the community in order to improve communication between the two groups. The turkey processing industry provided bonuses to its Anglo workers who participated in this program. Schools may obtain federal funding for students during the first five years of the settled-out period.

Status in School and Community

Most of us feel that we "belong" to a community and enjoy a degree of status there. The typical migrant family, however, lacks a sense of community, permanence, belonging, and roots. This family has little status in its several communities, including the schools. A language problem frequently compounds the difficulties and results in further isolation from the school and community. Many migrant children do not speak of "my school" or even "my state" but are likely to refer to the school in which they are briefly enrolled as "your school." No community belongs to them and they in turn belong to no community for a large part of their formative years.

Migrants seldom are included in community activities, and the children have limited social and recreational opportunities. In junior high and high school, the "in-groups" exclude these children because of their lower social status and because they are not permanent. The feeling of not belonging or even of being ostracized contributes to their high drop-out rate.

Participation in organizations such as Scouts or Little League

requires a degree of parent cooperation, leisure time, and frequently money to be effective. The migrant child's family generally lacks these components.

The community and school need to find ways to involve the migrant student and family in activities that can be shared, such as picnics, parades and town hall gatherings, Halloween youth dances, and other community and school happenings.

The average educational level of the migrant adult is below fourth grade, but migrant parents generally have aspirations for their children to get much more schooling. They see education as the best way for their children to rise above their present way of life.

Research shows that most migrant children have dropped out of school by age 16, although sixth-grade migrant children *expect* to finish high school. The pressure to quit school and start earning a living is difficult to resist given the circumstances of their difficult lives. When they experience defeat and frustration, the tendency is to withdraw, thus cutting themselves off from future opportunities. This in turn leads to a lessened interest in staying in school, particularly when the natural break occurs as they move from one location to another. It is so easy not to enroll in the next school. Who knows? Who cares?

Migrant students of all ages, but particularly at the junior high level and up, need to have relevant opportunities to convince them that they should stay in school. The challenge for the school is to make itself an attractive competitor for their time and attention.

Because migrants are transients, it often is difficult for community agencies to deal with their problems effectively. Because they come and go across state lines and relate only marginally to the community they work in, the local community tends to feel that migrant workers' problems of health, education, and living conditions should be someone else's concern.

In light of these and other problems faced by the migrant child, the federal government has developed several far-reaching programs that serve migrant workers and their children. Many of the services discussed in this fastback have resulted from the infusion of federal funds administered through the various states.

Federal Legislative Directions

Services for migrant children did not develop suddenly but evolved through a series of legislative actions. As one need was recognized and met, others became apparent. Federal legislation has had considerable impact on migrant education; some of the most important legislation is discussed here.

The National Defense Education Act (NDEA) of 1958, the Economic Opportunity Act of 1964, and the Elementary and Secondary Education Act (ESEA) of 1965 have resulted in many programs to help migrant families and their children. ESEA's Title II created funded library resources, Title III provided supplementary centers, and Title IV funded counseling and testing programs.

ESEA's Migrant Amendment (1965) established a National Migrant Program and identified certain guidelines and goals for migrant education programs. States now could obtain funding in two areas in migrant education: 1) instructional, and 2) supportive services.

Instructional services include programs to improve communication and vocational skills as well as growth in cultural understanding and appreciation. Another important instructional area is the improvement of self-concept. Of great significance was the provision for pre-school and kindergarten classes.

Supportive services include health care (dental, medical, nutritional, and psychological), parent involvement, staff preservice and in-service development, school-community coordination, and exchange of student data between schools. (See ERIC's Migrant Education Bibliography for further information regarding services.)

In 1967 the Bilingual Education Program, Title VII (ESEA) pro-

vided funding for bilingual education. That same year, former HEW Secretary Robert Finch created a new post, special assistant to the commissioner of education for bilingual education, as a step toward a massive upgrading of bilingual education in our schools. Now migrant schools are able to provide much more help for non-English speaking students.

Although some states have had migrant education programs for years, federal funding has provided impetus for the various states to develop more comprehensive programs to meet the needs of their migrant populations.

Migrant schools come under the auspices of the various state departments of education. The state is responsible for determining needs, goals, and directions, and makes its own choices of programs, agencies, and sites to serve migrant children. Local school authorities need to cooperate closely with their state migrant program personnel so that all efforts are coordinated.

The state is responsible for enforcing legal guidelines at the individual school sites in order that funding is not jeopardized. For example, self-contained classrooms of only migrant students would be a form of segregation and would be in violation of federal guidelines, so this kind of homogeneous grouping is not found. However, nearly every other kind of grouping is used: summer only, after school, one or more periods of the day, weekends, or various combinations of these. (After-school academic programs get resistance from migrant children who often must work. Such programs must be highly motivational; otherwise they tend to lose their students.)

Many programs are funded to provide parent and community aides so that the adult-child ratio can be smaller and thus provide for considerable individual attention. Many exemplary state programs have been developed. Some of the practices and procedures discussed in this fastback already are being used successfully.

Goals in Migrant Education

A teacher asked her students to do a pantomime showing what their fathers or mothers did for a living. One child pecked in the air at an imaginary typewriter. One put a pretend telephone to his ear. When Carlos' turn came, he got out of his seat and stooped over, looking bent-shouldered and suddenly old. His father was a lettuce picker.

Later, the teacher asked what each child would like to do for a living. One wanted to be a fireman, and another wished to be an airline pilot. Carlos answered, "I don't know yet, but I know I don't want to pick lettuce even one day!"

Neither does the school want to see Carlos end up as a lettuce picker. The school's ultimate goal for Carlos is to have him put as much intellectual and social distance between himself and the lettuce fields as he is able. The journey is not without its hazards, for along the way Carlos may grow out of touch with the friends, the way of life, and even the family he once knew. However, the school's goal is to help him to be a competent, effective, well-adjusted citizen. Education is his stepping stone. Without an education, Carlos may well repeat the cycle of a life of poverty and drudgery.

Each migrant child has a multitude of needs. The most important goals relating to those needs fall in the areas of physical and mental health, academic success, worthwhile relationships, and vocational preparation. A school program developed around the following areas will address migrant children's most pressing needs in any part of our country. They may be enlarged upon and adapted. Instructional objectives may readily be developed from goals relating to:

Physical Growth and Development: medical and dental care, nutrition, physical education, health education, safety instruction.

School Success: attendance and punctuality, academic achievement, good mental health, getting along with peers and adults, opportunity for meeting special learning needs.

Worthwhile Family and Community Relationships: social-emotional adjustment, family enrichment, effective citizenship, constructive use of time.

Pre-vocational and Vocational Preparation: awareness of opportunities, success toward job entry.

Identifying and Recruiting the Migrant Child

According to Public Law 93-380, the migrant child is defined in this way: "A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past school year in order that the parent or other members of his immediate family might secure employment in agriculture or fishing or related food processing activities."

Before the school can teach migrant students, it frequently must go out and find them and induce them to come in. Many schools have developed successful procedures for doing this. Periodic surveys of local farms, co-ops, packing plants, feedlots, poultry plants, and other sites will frequently uncover new migrant children who are not enrolled in school. By keeping track of what crops are in season and by establishing contact with the crew leaders responsible for employing migrants, school authorities can identify children who should be in school.

When a child who is not in school or when a young adult up to 21 years of age who is not a high school graduate is identified, the school seeks such information as names, addresses, father's/mother's present occupation, and the reasons given for nonattendance. To do this, the school uses neighborhood aides or "field representatives" to visit all neighboring farms and camps periodically to check on the status of migrant children, gather information, develop rapport, discuss available resources, and act as general liaison between the school and the migrant community. It is important that these contact personnel are able to speak in the migrant language. Oftentimes more than one language other than English is involved. For example, a grower may employ both Mexican and Navajo workers. The Colorado Migrant Education

Program keeps lists of both Spanish-speaking and Navajo-speaking personnel to expedite communication and rapport in their fields.

The position of field representative is an important one. Besides being bilingual, this individual must be comfortable in the migrant culture. He or she must be sensitive to cultural differences and be able to relate to migrant children and adults on their own turf. Training such personnel to be effective in identification and recruitment procedures is a high priority in migrant education programs.

Some states have developed excellent handbooks for this type of personnel. One example is Colorado's *Identification and Recruitment Field Guide*, by G. L. Archuleta and S. L. Archuleta (1975). This guide suggests successful ways to approach the various individuals to be contacted in the migrant locations. It offers samples of records that have been effective in organizing and keeping information on the many contacts and visits. A useful form for evaluating the field representative's work also is included in this guide.

Keeping Track of the Migrant Student

The typical migrant child attends three different schools each year. One of the major problems facing schools that serve transient migrant children is getting to know the student quickly so that the instructional program can begin at appropriate ability and skills levels. The *Migrant Student Record Transfer System* (MSRTS) is an interstate program designed to meet this need.

The MSRTS is a national computerized system that provides quick access to academic and other information on migrant students to schools. The MSRTS data bank in Little Rock, Arkansas, is maintained and operated by the federal Department of Education.

When a participating school requests a file, it is sent at once. If no record can be found, a new file is set up for that student. When a child moves on, the local school updates the file and transmits the records to Little Rock by means of the local terminal operator.

Obviously, the system is only as good as the information fed into the computer. Some schools report that they too often find data to be incomplete. It behooves anyone using the system to keep information in the data bank current and complete.

The parent must sign a statement that allows educational and health information to be placed in the MSRTS. No students other than migrants or former migrants (within the past five years) may be recorded in this system.

When a migrant student enrolls in school, information on the following areas may be available in the MSRTS: health information; academic records; family setting; self-concepts, self-esteem; social growth; group interaction skills. This information can be very helpful in the initial placement of the student. Further observation and careful checking of the student's success level in work may result in some modification of assignment along the way, as in any individualized instruction program.

The migrant student needs to be settled into the right classroom or group as soon as possible. He or she already has been juggled around in far too many schools. This can be avoided by wise placement initially.

Emotional Growth and School Success

In the early years, migrant children are eager and enthusiastic. They come to school like the other children, unaware of the difficulties that lie ahead. Everyone else is learning to read and write and they will, too. However, somewhere between the ages of 6 and 9, they tend to lose their vitality and their enthusiasm. As they fall behind in school and experience the unfortunate realities of their world, existence comes to be a grim matter of survival.

School can be a very hostile place for a child who is poor and a nomad. It doesn't take long for the migrant child to sense that he or she is different from other children. Such children feel embarrassed by their clothes, ashamed of their housing, and saddened by their exclusion from friendship groups. Other children reinforce these feelings cruelly by their thoughtlessness and teasing.

One migrant fourth-grader complained to her teacher about her problems in making friends. Usually a very quiet, composed young lady, she blurted out to her understanding teacher, "It's always here today, gone tomorrow. I get a friend, then I leave and I never see her again. I stay by myself, then I don't get hurt so much. It's no good trying and trying all the time to make friends. . . . I gotta give up!"

Migrant students frequently find themselves in one traumatic situation after another. Not only do they lack friends, but they lack possessions, status, a sense of belonging, and a sense of pride. Their self-confidence is shaken daily, and with each passing year, they show an increasing lack of trust in the school, community, and the larger society.

They need to have opportunities to gain self-esteem, to build

confidence, and to find satisfaction and enjoyment in their relationships with their classmates, their teacher, and others. Positive social experiences in school are important to all students, but especially to the migrants, on whom the school's hold is tenuous at best.

The New Student. Many teachers make a special point of welcoming a new student or greeting former students who have returned. Such activities as showing a newcomer around the school, assigning buddies for the first week, and providing information on schedules and routine procedures will help the new student feel comfortable and accepted.

One upper-grade teacher overheard some of her permanent boys picking on Antonio, who had just arrived from Texas. She watched Antonio withdraw from the confrontation with his head down and his feet dragging. Instead of lecturing the boys, she used a strategy that would give Antonio a boost. First she talked with him and then planned a lesson around a Texas event in the news. She outlined Texas on the U.S. map. Students compared the size of Texas with their state, saw pictures of its great cities, ports, plains and ranches, and noted its diverse industries. They discussed the many ways Texas was important to them.

At the height of interest in Texas, the teacher said, "Boys and girls, we are lucky to have someone right here in our class who comes from this great state. In fact, he was there only one month ago. He knows about a lot of things, and today he is going to tell us what he has learned about bronco-busting and cattle-roping. Antonio, please come up."

Everyone listened intently as Antonio told about his experience when a cowboy said to him, "You're ready. Now try it. Good luck!" and helped him onto a bronco. When he demonstrated his roping skills by dropping a rope neatly around the shoulders of a classmate, Antonio was applauded. From then on, he was a happy, well-adjusted member of the class, because a thoughtful teacher found a way to tell Antonio that he had something special to offer.

The school needs to keep saying to the migrant student, "You are not a nobody. You are a somebody. You are important. Don't give up. Keep trying." In one classroom a motto for each day is placed on the board. On a particularly trying day, Juanita looked up at the motto on

the board, "A quitter never wins and a winner never quits." She brightened and said determinedly, "I not never quit!"

The Urge to Go to Work. With each progressive year, the migrant child faces increasing pressures to leave school and go to work in the fields. Families frequently need the money the child can earn. To offset such pressures, some schools are selecting bilingual high school or college students who have rural migrant backgrounds to work part time as aides in elementary and middle schools. These students receive stipends that help to keep them in school.

Other benefits of employing students to work in classrooms are:

1. They may recruit others to stay in school or to return to school.
2. They are able to tutor migrant children in their own language.
3. They relate to parents effectively.
4. The new role improves their self-identity, self-concept, and sense of worth.
5. They have exposure to teaching as a profession for themselves. (Few bilingual migrant children actually become teachers, although the need for such teachers is great.)

Probably the most rewarding outcome of such programs for the student aides is that while earning and learning through tutoring, they develop positive attitudes about the importance of education and come to perceive school as a nice place to be.

A careful analysis of migrant students' many problems identifies three general needs related to academic success and classroom progress. Following are some suggested teacher behaviors that have been found effective in dealing with these needs.

1. *Need to experience acceptance and success.* Offer a compliment or praise for work well done. Reinforce good work immediately. Respect each student's loyalty to home and family. Look for something unique and interesting that he or she can share with the class. Avoid competition-failure traps. Give short, clear instructions and help in following directions.

Provide short tasks that are appropriate and can be accomplished in a reasonable time. Individualization is the key here—do not assume that the student has the experiential and academic building blocks needed to perform a task, but find out what can reasonably be expected

by observation and on-the-spot-testing, if necessary. Provide many interesting, varied concrete experiences before the student goes on to abstract paper-and-pencil work.

2. *Need for language skills development.* A good language foundation is the basis for reading and all academic learning. The lack of rich, varied experiences in a poverty environment leads to underdeveloped, inadequate language skills. The teacher will want to provide opportunities for storytelling, discussion, and varied programmed instruction experiences. Aides and tutors may assist with language drill work. (It is important that they themselves have the necessary language skills.) Students need to be encouraged to speak in complete sentences and to strengthen speech skills in all subject areas.

3. *Need for parent backing for attendance and achievement.* Accept the parents as they are. Show children's good work to them. Stress the importance of regular school attendance—every day is important for continuity of learning. Do not expect parents to help with homework or to be able to provide a time or place conducive to reading or other work.

Make visits pleasant and rewarding for the parents, who may have come to school with great misgivings because of language problems, personal humiliation because of former unhappy school experiences, and long work days where time off means lost wages. When parents don't or can't come to school, attempt a visit or send a community aide to see them.

Changing Attitudes and Values. As migrant children become increasingly aware of the conflicts between their own family and cultural values and those of the school and community around them, they may feel a sense of rootlessness. The rootless child is particularly vulnerable, and has good reason to observe, "I don't know who I am. I don't know what I should want. I don't know where I'm going."

The teacher needs to understand these pressures and have empathy for migrant students, who must deal with value conflicts and contradictions. Helping children to feel safe, secure, worthwhile, and welcome, and to see the classroom as a pleasant, rewarding place to be will contribute immeasurably to their academic success.

Program Priorities for Migrant Education

Migrant students come from a background of poverty and are likely to have special physical, mental, and emotional problems that can be addressed by the school. "Why the school?" one teacher asked. "Aren't some of the problems too big for us, and anyway, shouldn't someone else be responsible? We can do only so much!"

Although the school may not correct all the difficulties faced by the migrant student, it is in a unique position to alleviate some of the pressing problems that get in the way of learning. Frequently the school is the only public agency directly in touch with these students and their families. It can coordinate its efforts with health services and other agencies to improve conditions.

Physical Growth and Development

Medical and Dental Care. Teachers need to be alert to medical and dental problems as they show up in the classroom, then take steps to refer students to appropriate health services. Many migrant children have had little or no health care until an alert teacher sees a problem and arranges for assistance. Each school needs to set up procedures for check-ups and treatment. Some schools routinely order medical screening of new students because of the high incidence of problems. Skin and scalp ailments are seen frequently. Tuberculosis is not uncommon in some areas. Broken but unset bones, chronic infections, and intestinal parasites may be found. Sight and hearing losses need correction. Teeth frequently are abscessed or in need of fillings, and in many instances require extensive treatment.

Treatment of medical and dental conditions should be accompanied by careful record-keeping by the school. Interschool records are invaluable here, but unless they are readily available, they may be too

late to do the migrant child with "one foot out the door" any good at all.

Health Instruction. Some migrant schools provide special sessions on physical well-being, personal hygiene, and the importance of health maintenance. Children are told about public health clinics available to them and their families. They receive toothbrushes and toothpaste and are encouraged to brush regularly. The need for adequate rest and sleep is stressed.

To children who have no running water and often no toilet facilities outside of school, it becomes difficult to reinforce hygiene principles such as hand-washing after using the bathroom. Likewise, laundry facilities that are often taken for granted may be a luxury not generally afforded to the mother who rinses clothes hurriedly in the gas station washbowl. However, the teacher, while recognizing such limitations, still will want to build desirable health habits.

Nutrition. The physical, mental, and emotional well-being of every human being is affected by the quality and quantity of food eaten. "You are what you eat," and migrant children are particularly vulnerable. Fred and Barbara Phlegar (*Phi Delta Kappan*, September 1979) describe a number of problems caused by sugar, processed convenience foods, additives such as artificial colors and flavors, and other products being eaten in large quantities by children. Educators are becoming aware of the effects of these on student learning and behaviors.

Government-subsidized school lunches and breakfasts are made available to migrant children. While serving meals, the school has a real opportunity to provide much-needed nutrition education by teaching children about the foods that are good for them.

Children can be helped to make wise choices when spending their precious pennies, for example, to buy an apple instead of candy or pop. Migrant families especially need to avoid the empty calories of junk foods that are so readily available. Older students can prepare a meal "from scratch" to learn the cost difference between basic foods and convenience foods. Some schools are reaching their parents with valuable nutritional hints. One elementary math class studied newspaper food ads and had a contest to see who could best plan easy, nutritious meals with the least money. A class cookbook resulted. The parents became

involved and entire families benefited nutritionally and at the same time learned how to save money.

Desirable Growth and Development Practices. Teachers should call attention to each migrant child's own growth and development patterns as a means of contributing to a healthy awareness of self. Self-identification requires knowing answers to the question, "Who am I?"

When children are weighed and measured, they should be told how much they weigh and how tall they are. They may weigh themselves or each other. One teacher gave a folding paper yardstick every year to each child, and more than one child has returned the following year still possessing that small but precious item for measuring physical growth. Growth implies progress, and evidence of inches grown may be very rewarding to a child who feels insignificant in the general scheme of things.

Children need to learn desirable health habits. In addition to areas of food and hygiene already discussed, teachers will want to stress healthful rest and sleep patterns, suitable exercise, and the need for appropriate shoes and clothing. Ill-fitting shoes cause permanent foot damage and the teacher may need to make special efforts to get shoes for a migrant child who has outgrown his shoes.

Safety Instruction. Responsibility for one's own safety and that of others must not be overlooked. The teacher will need to stress safety awareness in school, home, and public places. In school, fire drill procedure and appropriate use of tools and sports equipment are important. Home safety includes such areas as the proper use of matches, fire and electricity hazards, the recognition and avoidance of poisons, and first aid. Public safety instruction covers such areas as knowing how traffic, fire, and police personnel can help; and knowing what to do when approached by strangers. Water safety is important in some areas.

Physical Education. Migrant children should not be pulled out of physical education classes in order to receive extra instruction in other areas of the curriculum. The assumption is sometimes made that they need more time for basic skills and therefore physical education can be sacrificed. Instead, the program needs to be structured to build skills in individual and team activities that will be beneficial not only at present

but also in the adult world. The migrant child needs to participate with others in order to learn the lessons of playing by the rules, cooperation, teamwork, and good sportsmanship.

Sometimes the teacher in physical education classes has special opportunities to observe and alleviate physical abnormalities and to counsel students on their physical problems. A desirable physical education program will help the student not only feel good, look well, and enjoy activities not ordinarily available, but also gain a new awareness of bodily movement that can lead to a positive self-image.

Language Development and Reading

Success in reading is dependent on adequate language development. For the child to be ready for reading in English or in any language, a listening vocabulary and a speaking vocabulary in the language must first be developed. Children should not be taught to parrot words that have no meaning.

Many migrant children demonstrate deficiencies in language development. The teacher needs to build a solid foundation of listening and speaking skills prior to teaching reading, and as reading progresses, teachers should use each language skill to reinforce the others.

Furthermore, it should not be assumed that children who come to school speaking a foreign language have acquired the skills of that language, especially if a particular student has come from a deprived learning environment. One migrant aide described such a problem: Juan is not bilingual. He is hardly even fluent in Spanish. He finally got across to the aide that he stayed in the house with his grandmother while the rest of his family worked. Grandmother was totally deaf and nearly blind. Juan lived too far out in the country to go to school, so he hardly learned to talk, never mind read.

Fortunately, many migrant students come to school with capabilities in English or a foreign language upon which the school can build. Each student needs a careful analysis of his or her linguistic strengths and needs and an individualized learning program planned accordingly.

One migrant program has its teachers initially greet each new student and ask in English, "What school did you just come from?"

"How many brothers and sisters do you have?" "Do you have any pets at home?" With this approach the teacher can soon ascertain the level of verbal English skills. If the child speaks English, all instruction is in English; if not, initial instruction is in the native language. (Note that in this instance the teacher does not ask the child's name, for American Indian children attend this school, and in some tribes saying one's own name would violate a taboo.)

Listening and Speaking. Listening is the primary language skill upon which all other language abilities are built. The baby first must listen and hear in order to reproduce language sounds. The student in school must master sound-to-letter associations to learn to spell. Preschool, primary, and later programs must focus on development of listening skills, and in the course of instruction, teachers need to be alert to hearing and other problems that might interfere with language development.

"You Speak Pocho." While visiting a migrant school in the Southwest recently, a 7-year-old came up to me and said, "We got a new *caro*." Another youngster said "It lunch time; I go *walkando*." (The *ando* ending instead of *ing*.) The teacher turned to him and said in a kindly way, "You speak pocho. It's lunch time. We'll all go walking to lunch now." She helped by letting him hear standard speech patterns.

In another case a girl came over to the aide and asked, "Drink?" The aide requested that she ask for a drink in another way. "Can I go drink water?" was the reworded question. The aide, by asking the child to reword her question, helped the child to overcome pocho-type speech.

In another classroom the teacher was helping children to expand their vocabulary by asking them to pantomime emotions of characters in a story she had just introduced. They usually used only the two words "happy" and "sad" to describe a wide array of feelings. When she asked for another word for "sad," one boy offered a word he knew, "down-in-the-dumps."

The above are examples that demonstrate the importance of helping migrant children with their English language skills. Future success in reading and writing will depend on a sound foundation of oral language skills.

Migrant education programs need to offer systematic instruction in

listening and oral language skills. The Migrant Center at the State University of New York at Geneseo has developed a listening/phonics skills program for disadvantaged children as part of its reading readiness program. (See ERIC/CRESS, *Migrant Education* Supplement No. 7, 1977, for further information.) Paper and pencil activities have their place in later stages of reading and writing instruction, but migrant students need many, varied opportunities to listen and to speak.

Educational field trips provide a core of common experiences for migrant children upon which the teacher can build listening, speaking, reading, and writing skills. Also, scheduling a regular time with the aide or teacher when each student or a small group shares in planning an event, reviewing an interesting experience, learning a song, or painting a picture provides more individualized opportunities for developing listening and speaking skills.

Listening and speaking skills, such as vocabulary development, sentence pattern structures, and creative language usage may be strengthened in many ways:

1. Using native language for introducing new concepts.
2. Using English language reinforcement through books, poems, songs, rhythms, rhymes, AV, flannel board, pictures, games.
3. Using nonverbal cues (facial expression, gestures).
4. Using tangible objects for vocabulary building (egg, hat, cup, toothbrush) or situational experiences to show action direction (run, sew, put under, put in).
5. Using puppetry, fingerplays, drama, storytelling.
6. Providing a background of experiences to build children's concepts and vocabulary (visits to store, bank, park, museum, airport, radio station).
7. Providing experiences to develop sensory, time and space awareness.
8. Providing stimulating classroom environments, using learning centers, bulletin boards, and reading materials.

Teachers and aides, regardless of the subject area, should seek out opportunities to build and reinforce English language skills throughout the day.

Reading and Bilingual Education. Under Title I-Migrant Amendment programs migrant students whose first language is not English may receive initial instruction in the language with which the student is most familiar. Bilingual classes aim to help students acquire the skills in both their first language and in English, as well as understanding and appreciation of both cultures. A bilingual program is not always feasible because of too few students or because of lack of qualified staff. However, more and more migrant schools are attempting to employ teachers and/or aides who speak the students' language and who are sensitive to their cultural needs. (For a sourcebook on bilingual education, see Francesca Cordasco's *Bilingual Schooling in the United States,* 1976.)

Most migrant parents want their non-English speaking children to learn English and to be able to read in English. Often they are disappointed when the school places their first-grader in a bilingual class. Because of this conflict, some schools make special efforts to explain their bilingual program to parents ahead of time, but when they cannot win the parents' approval, they place the child in an English as a Second Language (ESL) class where instruction is in English.

Whatever the relative merits of the two reading systems, both attempt to give the child proficiency in English skills. Instruction in some bilingual programs provides all initial reading in the native language with a gradual transfer to English when a certain proficiency is reached. Other bilingual programs teach reading, math, and social science in the native language but also begin to teach English skills. Many combinations are found. Most bilingual programs also strive to be bicultural, teaching the child to retain his cultural-ethnic heritage and identity.

The Somerton Story, Part V (Arizona Department of Education, 1975) tells how bilingual teachers feel about bilingual education of migrant students in their classrooms. A few excerpts give the flavor of their experiences:

> "It is very interesting and rewarding to see and hear the children trying to communicate with each other in the two languages."
>
> "One of our problems is with Spanish-speaking parents who want their children to learn English in a hurry and that only English be taught in the classroom."

"The important goal is a smooth transition to a multicultural society."
"The child must be made to feel his importance as an individual, and his place in society."

"Our bilingual classes serve as a bridge from one language and one culture to another."

"By third grade, most of the children who have been in the program in earlier grades are able to read Spanish as fluently as English."

"We are able to progress at almost a 50-50 pace . . . 50% English and 50% Spanish."

"Each child has the basics for reading in two languages."

". . . a definite strength is being able to speak Spanish to those parents who do not speak English. Because of this, we have an excellent rapport with parents."

Textbooks and Media: Although by no means complete, the following list of readers and reading kits have been used widely with good results in migrant classrooms:

Barnell Loft's Specific Skills Series

Bowmar's Early Childhood Spanish Series (beginning Spanish reading).

Marten's Instant Readers

Miami Linguistics Readers

Peabody Language Development Kits

Reader's Digest Skills Builders Kits

SRA Reading Laboratories

Scott Foresman's Open Highways and Reading System

For bilingual students other materials and media offer a variety of approaches to reading:

Disneylandia—Stories and Cassettes

Dolch Vowel Flashcards and Picture Words Flashcards

Early Learning Filmstrips Library (cassettes)

Language Master

Miami Linguistic Series: Let's Speak English

Sesame Street Magazine

Spanish Sights and Sounds

Systems 80

The following teaching materials have been found helpful:

Children's Songs of Mexico. Bowmar Records.

Mexican Cookbook. Sunset Publication.

Artifacts of Mexico Kit. Center for the Study of Migrant and Judian Education, Toppenish, Washington.

Most migrant children learn to read more effectively when the basic reader is supplemented with a wide range of materials and experiences. Children of all ages (adults, too) will enjoy the following books about Mexican or Mexican-American children. These may be read to students who cannot read themselves:

Frasuer, James. *Posadas, A Christmas Story*. Northland Press, 1963.

Strikingly beautiful illustrations make this picture book story of Mexican Americans' celebration of Christmas in New Mexico memorable.

Garrett, Helen. *Angels, the Naughty One*. Illus. by Leo Politi. Viking, 1944.

A long-time favorite story for sympathetic American youngsters about reform of a small Mexican boy who didn't like to take baths.

Hall, Marie, and Labastida, Ar. *Nine Days to Christmas, A Story of Mexico*. Viking, 1959.

Portrays a close family in a Christmas setting in Mexico. A little girl's festivities, including the posada and piñata, are part of a modern urban Mexican family's life.

Martin, Patricia Miles. *Trina's Boxcar*. Abingdon Press, 1967.

A young Mexican girl living with her railroading family in a boxcar in Wyoming faces a dilemma in trying to speak English. Echoes the migrant-immigrant theme. (Includes a Spanish glossary.)

Phillips, Eulah Mark. *Chucho, the Boy with the Good Name*. Follett, 1957.

Chucho and his brother have lively adventures in Mexico on their journey to town to see their relatives. En route, they meet people who carry on their ancient Indian crafts.

Politi, Leo. *The Mission Bell*. Scribner, 1953.

This inspiring picture storybook tells about Father Junipero Serra, founder of the California missions, and his Indian friends in California.

Rivera, Feliciano. *A Mexican American Source Book*. San Francisco, El Dorado Distributions, 1970.

Teachers will find varied materials that will build teaching background in this concise publication.

Teacher-Made Materials. Many teachers and aides attempt to meet the need for migrant reading materials by producing their own stories, tapes, reading activities, and games that relate to migrant childrens' interests. The Monterey County Office of Education, Salinas, California, has assembled reading packets called "Zip-Paks" that were developed for its migrant student reading program. These materials range in difficulty from reading readiness through third-grade level, and they are designed to help the child not only in reading/language skills but also in developing positive attitudes about school and self. Lessons include stories, flashcards, magic word puzzles, crossword puzzles, writing, drawing, and other activities. Pre- and posttests are provided. (See Migrant Education: A Selected Bibliography, ERIC/CRESS, 1977, for further information.)

Teachers find that children's best-loved stories often are those about migrant boys and girls very much like themselves. They will read and enjoy these repeatedly. One example of such a story based on migrant experiences was written by Maureen Boren, a migrant resource teacher, and is offered here as a sample. Stories similar to this might be written by teachers, aides, or students themselves.

MIGUEL

It was still dark this morning when Miguel was awakened by his mother. "Hurry mi hijo, get dressed."

Everyone in Miguel's family was in the kitchen eating the warm tortillas and beans mother had made. Today was the day the family would start their long trip from their home in Texas to California.

Miguel's father said there would be more work in California. They would first go to Tio Frederico's home in Thermal. There maybe Miguel's father and older brothers could find work on the ranches.

Miguel was excited. He had never been on such a long trip away from home. But he was also sad. He would miss his puppy, Gordito. He and the pudgy, spotted dog were good friends. While the other children worked or went to school each day, Gordito and little Miguel would run down the dusty road chasing and playing. Gordito seemed sad, too. He knew that his playmate was going. Miguel's cousins, who lived next door, promised that they would take good care of Gordito.

It took much time to get all of the suitcases and things for the trip loaded on the car. They must leave quickly before the hot sun came up, making them all sweaty and uncomfortable. They would travel through New Mexico and Arizona before reaching California.

On the trip there were so many things to see that Miguel had no time to worry about Gordito. When they reached Tio Frederico's house, they were happy to see someone they knew. They laughed and talked for hours.

The next day father and his brothers went to see the mayordomo. When they returned father had a long face. "They don't have any work now. They do not know that we are good workers. Why won't they give us a chance?" But Tio Frederico said, "Just wait, soon we pick the grapes and they will need many workers." What Frederico said was true. Soon the mayordomo asked Tio Frederico if Miguel's father could help with picking the bunches. His mother and brothers would be needed too. They all had smiles on their faces again.

The whole family went to work, even little Miguel. He would help by carrying the empty boxes down the rows to his parents. Miguel's father was a good worker. He had strong arms and it seemed to Miguel that his hands flew over the bunches of grapes as he quickly cut and packed them. Miguel would try to keep up, but he soon became tired in the hot morning sun and would crawl under the cool shade of the grapevines and fall asleep.

When September came, Miguel's mother took him to school. He didn't want to go. He had never been away from his parents and he didn't know any of those people. He soon found out school was not so bad after all. He learned so many things, and they had snacks and lots of things to play with.

After school, sometimes a boy named Ricardo would come to where Miguel's family and several other families who were working on the same ranch lived. Ricardo used to work in the fields but now he was going to college and helping the children of the workers. He came to help the children at the ranch who did not speak English or who were having trouble with their schoolwork. Miguel didn't bring home homework, but he did like to have Ricardo tell him stories and teach him songs.

Still, there were lonesome times when Miguel would remember Gordito and he would cry. He hoped Gordito was OK in Texas. Everyone in Miguel's family missed the little yellow house, the cousins, and family, but father said the jefe at the ranch wanted him to keep working until after the raisins were finished.

One afternoon father got a letter from Tio Pablo in Texas. There was work at home and as soon as the raisins were finished here they wanted him to come back. Could he come? The family looked at each other and laughed, dancing around and around. They would go home again. Perhaps they would come back to California next fall. The work had been good.

As the car drove up the dusty road to the little yellow house, Miguel could hardly wait. But where was Gordito? All of his cousins were waiting in the front yard but no little pudgy, spotted puppy. Tears came to his eyes. Where was his friend? He ran here and there calling, "Gordito, Gordito!" Just then Miguel heard a sharp bark and something brushed between his legs. What was this? Could this be Gordito? The dog barked excitedly, running 'round and 'round Miguel. Here was his friend, no longer a little puppy but a full-grown dog—still ready to play and be Miguel's best friend.

The above story may be acted out or used in a puppet show. It may be read aloud to children or read silently by more capable readers, then discussed. Also, a story such as this may be used for assessing informally the students' vocabulary, word recognition and structure (phonics) skills, and oral reading skills.

Reading and Writing Together. Because so few commercial materials relate to the migrants' experiences, many districts are building migrant children's own stories into the initial reading program.

This language-experience approach to reading involves children dictating their own stories to the teacher, and later as they become more proficient they are able to take pencil in hand and write for themselves. This approach has several advantages, although it needs to be balanced with other methods and be supplemented with a wide variety of materials.

Because child-produced stories are popular and effective, some teachers are helping children to write books about the crops they know, i.e., *The Grape Book*, or *All About Strawberries*. These can be very simply written using the children's own words and decorated by their drawings or paintings.

One teacher of migrant students, Mrs. Delia, found that her migrant children really knew much more about the date crop than she did. One child described the luscious fruit vividly, and they dramatized the harvesting of the crop. At last these children could talk and write about

something they knew! They showed real enthusiasm for the first time as they told the local community children about dates.

Mrs. Delia asked the migrant students if they would like to write a book for everyone in the class to read. The response was enthusiastic, and for two weeks none of the migrant writers stayed home or came late to school. They helped each other with spelling and punctuation, did art work, and even wrote a joke about a hard-working big brother who, when asked if he ever dated, answered, "Oh, I have all the dates I can handle!"

For the front cover of the book, the aide placed a color snapshot of each young author. These stories or books may be photocopied to build an interesting, unique classroom library, and the author gets to take the story home to read to the family or take along when the next move comes.

In her evaluation, Mrs. Delia noted improvements in reading, all language skills, and also more sustained interest and motivation, happier relationships with the community, and improved self-concepts. Before Juan left, he said to her, "We do again next year but all about tomatoes. I know lotsa things about tomatoes, if you are my teachers. If I come back, and I hope I come back."

No test ever measured the miracle gains Juan expressed in these few words. Mrs. Delia never would again teach reading and language without building on the experiences of her migrant students.

Mathematics

A young bank teller explained that her position was the highest attained by anyone in her family, and added, "My father worked in the fields in four states, and we were poor. But one teacher said I was good in number work, and she gave me extra help. Thanks to her, I have a good job with a great future!"

As adult citizens, migrant children will need basic mathematics for survival in their everyday life. They will need to understand mortgage and interest payments and how to figure their income tax. They will need to be able to make accurate comparisons in both buying and selling transactions if they are to become intelligent consumers and self-sustaining members of society.

The language of mathematics, like any other language, may open doors to new opportunities far from the fields, and they need to be ready. Although reading and language instruction receive top priority in most migrant schools, effective teaching of mathematics requires a strong commitment on the part of the school and should be a carefully planned segment of every day's program.

The teacher, for example, who receives a migrant student for approximately two months' time needs to keep in mind several guidelines:

1. On the first day, determining appropriate math placement is important. This may be done by administering a very few well-chosen test items. If a student can work two problems, he likely can do 10 of the same type. Therefore, some schools have devised short tests that have only two or three problems at each level of difficulty and that span several achievement levels, often crossing grade lines.

2. Teachers should try to provide individualized math tutoring, thus avoiding student frustration caused by initial failure. The "I don't get it—I don't care" syndrome is averted when the teacher or aide provides individual direction or explanation and immediate feedback.

3. Teachers should assume that the children will do all math work in school. The migrant home rarely provides adequate facilities or direction for completing homework assignments.

4. If the student does not speak English, provide bilingual math instruction or provide instruction in his native language. Bilingual aides may be assigned to offer explanations, give examples, and clarify work. Books and other teaching materials should be presented in the student's native language.

5. Teachers should present varied experiences using concrete materials to provide a basis for understanding a concept before assigning paper-and-pencil work. Measurement materials of all kinds—counters, measuring cups, balance scales, yardsticks, thermometers, and other devices—are invaluable for all learners but are especially important for a child with a language handicap. For example, one teacher taught the concept of area to a non-English speaking child by using a group activity in which students measured the area of their desks and then of the room.

6. After a concept is well understood, reinforce it with practice and drill. The teacher cannot rely on returning to the concept later, for the migrant child may have moved on. Teachers find that they must firmly "fix" the concept and related skills before going on to others.

7. Problems should begin with the children's life experiences rather than with abstract or textbook situations that may have no meaning to the migrant child. The migrant child will benefit from a rewrite of typical textbook problems into more familiar experiences. For example, one migrant teacher created math problems using cars, trucks, friends and family members, birds and animals, trees and plants, foods, and classroom situations. These made sense to the migrant children.

The math teacher needs to be especially careful to provide proper sequencing of math concepts for the migrant student. As Jose Cardenas states in *Inequality in Education*, ". . . a migrant child may run into division before he encounters multiplication. As he grows up in the educational system instead of moving from the known to the unknown, he systematically moves from the unknown to the less known."

Math Books and Kits. The following list of books and kits has been useful in migrant programs in mathematics.

Wollensak Math Tapes and Kits
Language Master Math Facts Program
Laidlaw Spectrum Math Series
Systems 80 Math Kits
SRA Math Kits
Ginn Math Skills Program
Field Enterprises Cyclo-Teacher Math Programs

Materials such as the above offer well-sequenced learning units and testing materials that provide for immediate feedback. In addition, most are designed to be self-pacing with limited teacher involvement.

Infant and Early Childhood Education Programs

A number of states now provide early childhood education programs and programs for infants and toddlers. Such programs, if conveniently located, can provide valuable services to migrant families. Many migrant mothers go back to work in the fields as soon as possible after their babies are born. Day-care centers can make a marked contribution to the health, welfare, and general adjustment of the infant or young child.

Children who have been enrolled in these programs generally have been found to come to school more ready to learn academically, socially, and psychologically. Also, they have had health care and tend to be in better physical condition.

High School—One Out of Ten

With the passing of each school year, the migrant child falls further and further behind the community children, feels vastly more inferior and inadequate, and experiences a strong pressure to leave school and go to work. Only one out of every 10 migrant children manages to make it through to high school.

By the junior high years, school has become less flexible and more demanding. Teachers expect courses to be covered and tests to be passed. The school is perceived to be less friendly and caring. Unfortunately, expectations for migrant children are low, and the children tend to fulfill these low expectations by not being prepared to perform the many functions required by the school.

In high school new problems arise. The carnegie unit system for meeting graduation requirements was not designed to meet the needs of migrant students. Since these requirements are such that students must complete a prescribed course within a certain set time frame and since migrants often come too late or leave too early to receive unit credit for a course or courses, failure to graduate is a built-in conclusion. Seldom can migrant students be accommodated by the typical high school because of its lack of flexibility. There is a growing awareness of this problem of inflexibility, and some programs now are sending teachers across state lines to follow up migrant students who can then receive credit at a home high school for work completed on the road.

The high school can serve a special role for the migrant student who lacks built-in access to career opportunities and who seldom is aware of

requirements for jobs and how to meet these requirements. In fact, the migrant student tends not even to be aware of the existence of many positions and, therefore, puts a psychological lid on his or her aspirations.

The high school can offer a real service to the migrant student and also to the family by building an ongoing awareness of job possibilities and requirements needed for these jobs. This will help to motivate the student to set his or her sights above a life in the fields and to seek a career that will offer greater self-fulfillment.

Ingredients for Teaching-Learning Success with Migrant Students

The following classroom ingredients have been found to be very important in developing a good "mix" for teaching and learning success with migrant students.

1. The teacher demonstrates a sense of caring and empathy for the migrant child and family.
2. Instruction is individualized and in short, self-contained units or modules.
3. Groups are small and flexible, based on continuous student assessment.
4. Emphasis is on encouragement, success, morale-building.
5. Materials are appropriate in language, level, usage.
6. Teacher aides are available to assist in the classroom.
7. Bilingual instruction is provided as needed.
8. Concrete materials and enriched experiences are provided to enhance learning.
9. Alternative teaching approaches are employed to meet individual differences.
10. Oral communication skills are strengthened in all areas.
11. MSRTS records are kept up to date.

Effective migrant education programs contain most of the above ingredients. The ultimate goal of the migrant classroom is to help each child reach his or her highest potential. To fulfill this function, the school will need to reach out to the migrant child and family, to be language-oriented, to coordinate with other community agencies, and to make efficient use of all its resources, human and otherwise.

Bibliography

Cardenas, Jose. *Inequality in Education*. Harvard University Center for Law and Education, 1976.

Charnofsky, Stanley. *Educating the Powerless*. Belmont, Calif.: Wadsworth Publishing Co., 1971.

Coles, Robert. *Uprooted Children: The Early Life of Migrant Farm Workers*. Pittsburgh: The University of Pittsburgh Press, 1970.

Cordasco, Francisco. *Bilingual Schooling in the United States: A Sourcebook for Educational Personnel*. New York: McGraw-Hill, 1976.

Day, James. *Migrant Education*. New York: Philosophical Library, Inc., 1975.

ERIC CRESS. *Migrant Education: A Selected Bibliography*. (With ERIC Abstracts) Las Cruces, New Mexico: ERIC CRESS, 1977.

Pialorsi, Frank, ed. *Teaching the Bilingual: New Methods and Old Traditions*. Tuscon: University of Arizona Press, 1974.

Saville, Muriel R., and Troike, Rudolph C. *A Handbook of Bilingual Education*. Washington, D.C.: Center for Applied Linguistics, 1970.

Taylor, Ronald. *Sweatshops in the Sun*. Boston: Beacon Press, 1973.

Zamora, Gloria. "Staff Development for Bilingual Bicultural Programs—A Philosophical Base." In *Proceedings of the National Conference in Bilingual Education*, 14-15 April 1972. Austin, Texas: Dissemination Center for Bilingual-Bicultural Education, 1972.

Fastback Titles *(Continued from back cover)*

96. Some Practical Laws of Learning
97. Reading 1967-1977: A Decade of Change and Promise
98. The Future of Teacher Power in America
99. Collective Bargaining in the Public Schools
100. How to Individualize Learning
101. Winchester: A Community School for the Urbanvantaged
102. Affective Education in Philadelphia
103. Teaching with Film
104. Career Education: An Open Door Policy
105. The Good Mind
106. Law in the Curriculum
107. Fostering a Pluralistic Society Through Multi-Ethnic Education
108. Education and the Brain
109. Bonding: The First Basic in Education
110. Selecting Instructional Materials
111. Teacher Improvement Through Clinical Supervision
112. Places and Spaces: Environmental Psychology in Education
113. Artists as Teachers
114. Using Role Playing in the Classroom
115. Management by Objectives in the Schools
116. Declining Enrollments: A New Dilemma for Educators
117. Teacher Centers—Where, What, Why?
118. The Case for Competency-Based Education
119. Teaching the Gifted and Talented
120. Parents Have Rights, Too!
121. Student Discipline and the Law
122. British Schools and Ours
123. Church-State Issues in Education
124. Mainstreaming: Merging Regular and Special Education
125. Early Field Experiences in Teacher Education
126. Student and Teacher Absenteeism
127. Writing Centers in the Elementary School
128. A Primer on Piaget
129. The Restoration of Standards: The Modesto Plan
130. Dealing with Stress: A Challenge for Educators
131. Futuristics and Education
132. How Parent-Teacher Conferences Build Partnerships
133. Early Childhood Education: Foundations for Lifelong Learning
134. Teaching about the Creation/Evolution Controversy
135. Performance Evaluation of Educational Personnel
136. Writing for Education Journals
137. Minimum Competency Testing
138. Legal Implications of Minimum Competency Testing
139. Energy Education: Goals and Practices
140. Education in West Germany: A Quest for Excellence
141. Magnet Schools: An Approach to Voluntary Desegregation
142. Intercultural Education
143. The Process of Grant Proposal Development
144. Citizenship and Consumer Education: Key Assumptions and Basic Competencies
145. Migrant Education: Teaching the Wandering Ones
146. Controversial Issues in Our Schools
147. Nutrition and Learning
148. Education in the USSR
149. Teaching with Newspapers: The Living Curriculum
150. Population, Education, and Children's Futures
151. Bibliotherapy: The Right Book at the Right Time
152. Educational Planning for Educational Success

This fastback and others in the series are made available at low cost through the Phi Delta Kappa Educational Foundation, established in 1966 with a bequest from George H. Reavis. The foundation exists to promote a better understanding of the nature of the educative process and the relation of education to human welfare.

Single copies of fastbacks are 75¢ (60¢ to Phi Delta Kappa members).

Quantity discounts for any title or combination of titles are:

Number of Copies	Nonmember Price	Member Price
10— 24	48¢/copy	45¢/copy
25— 99	45¢/copy	42¢/copy
100—499	42¢/copy	39¢/copy
500—999	39¢/copy	36¢/copy
1,000 or more	36¢/copy	33¢/copy

Prices are subject to change without notice.

A $1 handling fee will be charged on orders under $5 if payment is not enclosed. Indiana residents add 4% sales tax.

Order from PHI DELTA KAPPA, Eighth and Union, Box 789, Bloomington, IN 47402.

PDK Fastback Series Titles

1. Schools Without Property Taxes: Hope or Illusion?
2. The Best Kept Secret of the Past 5,000 Years: Women Are Ready for Leadership in Education
3. Open Education: Promise and Problems
4. Performance Contracting: Who Profits Most?
*5. Too Many Teachers: Fact or Fiction?
6. How Schools Can Apply Systems Analysis
7. Busing: A Moral Issue
8. Discipline or Disaster?
9. Learning Systems for the Future
10. Who Should Go to College?
11. Alternative Schools in Action
12. What Do Students Really Want?
13. What Should the Schools Teach?
14. How to Achieve Accountability in the Public Schools
15. Needed: A New Kind of Teacher
16. Information Sources and Services in Education
17. Systematic Thinking about Education
18. Selecting Children's Reading
19. Sex Differences in Learning to Read
20. Is Creativity Teachable?
21. Teachers and Politics
22. The Middle School: Whence? What? Whither?
23. Publish: Don't Perish
24. Education for a New Society
25. The Crisis in Education Is Outside the Classroom
26. The Teacher and the Drug Scene
*27. The Liveliest Seminar in Town
28. Education for a Global Society
29. Can Intelligence Be Taught?
30. How to Recognize a Good School
31. In Between: The Adolescent's Struggle for Independence
32. Effective Teaching in the Desegregated School
33. The Art of Followership (What Happened to the Indians?)
34. Leaders Live with Crises
35. Marshalling Community Leadership to Support the Public Schools
36. Preparing Educational Leaders: New Challenges and New Perspectives
37. General Education: The Search for a Rationale
38. The Humane Leader
39. Parliamentary Procedure: Tool of Leadership
40. Aphorisms on Education
41. Metrication, American Style
42. Optional Alternative Public Schools
43. Motivation and Learning in School
44. Informal Learning
45. Learning Without a Teacher
46. Violence in the Schools: Causes and Remedies
47. The School's Responsibility for Sex Education
48. Three Views of Competency-Based Teacher Education: I Theory
49. Three Views of Competency-Based Teacher Education: II University of Houston
50. Three Views of Competency-Based Teacher Education: III University of Nebraska
51. A University for the World: The United Nations Plan
52. Oikos, the Environment and Education
53. Transpersonal Psychology in Education
54. Simulation Games for the Classroom
55. School Volunteers: Who Needs Them?
56. Equity in School Financing: Full State Funding
57. Equity in School Financing: District Power Equalizing
58. The Computer in the School
59. The Legal Rights of Students
60. The Word Game: Improving Communications
61. Planning the Rest of Your Life
62. The People and Their Schools: Community Participation
63. The Battle of the Books: Kanawha County
64. The Community as Textbook
65. Students Teach Students
66. The Pros and Cons of Ability Grouping
67. A Conservative Alternative School: The A+ School in Cupertino
68. How Much Are Our Young People Learning? The Story of the National Assessment
69. Diversity in Higher Education: Reform in the Colleges
70. Dramatics in the Classroom: Making Lessons Come Alive
71. Teacher Centers and Inservice Education
72. Alternatives to Growth: Education for a Stable Society
73. Thomas Jefferson and the Education of a New Nation
74. Three Early Champions of Education: Benjamin Franklin, Benjamin Rush, and Noah Webster
75. A History of Compulsory Education Laws
76. The American Teacher: 1776-1976
77. The Urban School Superintendency: A Century and a Half of Change
78. Private Schools: From the Puritans to the Present
79. The People and Their Schools
80. Schools of the Past: A Treasury of Photographs
81. Sexism: New Issue in American Education
82. Computers in the Curriculum
83. The Legal Rights of Teachers
84. Learning in Two Languages
84S. Learning in Two Languages (Spanish edition)
85. Getting It All Together: Confluent Education
86. Silent Language in the Classroom
87. Multiethnic Education: Practices and Promises
88. How a School Board Operates
89. What Can We Learn from the Schools of China?
90. Education in South Africa
91. What I've Learned About Values Education
92. The Abuses of Standardized Testing
93. The Uses of Standardized Testing
94. What the People Think About Their Schools: Gallup's Findings
95. Defining the Basics of American Education

(Continued on inside back cover)

*Out of print

See inside back cover for prices.